Dr. Gigi Luk

Title: Professor

Academic title(s):

Associate Dean, Faculty Support and Development

Contact Information

Email address:

gigi.luk@mcgill.ca
(mailto:gigi.luk@mcgill.ca)

Phone: 514-398-1036

Address:

Education Building
3700 McTavish Street
Montreal, Quebec H3A 1Y2

Group: Associate Dean

Division: Educational Psychology (M.Ed.) Supervisors
Human Development Supervisors

Department: Educational and Counselling Psychology (ECP)

Areas of expertise:

- Bilingualism
- Literacy acquisition
- Lifespan development
- Cognitive neuroscience
- Language development

Biography:

Gigi Luk is Professor at McGill University. Her research on the cognitive consequences of bilingualism extends across the lifespan. In addition to investigating the science of bilingualism, Luk has examined how to harness scientific findings on bilingualism to improve the educational experience for children from diverse language backgrounds. In particular, she has established a research program with a scientific goal to understand the cognitive processes and their underlying neural mechanisms relevant to bilingualism; and a practical goal to promote a culturally responsive environment in educational settings, cultivating respect and inclusion for linguistic diversity.

These two goals guide her research program in three directions: (1) characterizing bilingualism beyond English proficiency in schools and in communities; (2) examining bilingualism and cognitive skills supporting language and literacy outcomes; and (3) establishing the neural correlates of learning new information in learners with diverse language experiences. Her work is supported by funding agencies in Canada, U.S., Norway, and Singapore. Luk obtained her Ph. D. in Developmental and Cognitive Psychology from York University in Toronto, Canada. She then completed a postdoctoral fellowship at the Rotman Research Institute at Baycrest Centre in Toronto. She was at the Harvard Graduate School of Education between 2011-2018. She joined the Department of Educational and Counselling Psychology at McGill University in 2019.

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Link(s): Google Scholar (https://scholar.google.com/citations?user=OH0ZRYcAAAAJ&hl=en)
Bilingualism.Experience.Education Lab (https://www.mcgill.ca/bilingual-experience-lab/)

Degree(s):

- Ph. D., Psychology (Developmental and Cognitive Processes) Faculty of Health, York University, Canada
- M. A., Psychology (Developmental and Cognitive Processes) Faculty of Health, York University, Canada
- Specialized Honors B. A., in Psychology, Faculty of Arts, York University, Canada

Awards, honours, and fellowships:

- National Academy of Education/Spencer Postdoctoral Fellowship (2013-2014)

Selected publications:

Leon Guerrero, S.*, Mesite, L.* & Luk, G. Distinct functional connectivity patterns during naturalistic learning by adolescent first versus second language speakers (https://doi.org/10.1038/s41598-024-69575-1). Sci Rep 14, 18984 (2024).

Huang, Y.*, Ballinger, S., & Luk, G. (2024). An exploratory study of mainland Chinese parents' ideologies about bilingualism and bilingual education. Journal of Multilingualism and Multicultural Development (http://dx.doi.org/10.1080/01434632.2024.2342246).

Ozernov-Palchik, O., Pollack, C.*, Bonawitz, E., Christodoulou, J. A., Gaab, N., Gabrieli, J. D. E., Kievlan, P. M., Kirby, C., Lin, G., Luk, G., & Nelson, C. A. (2024). Reflections on the past two decades of Mind, Brain, and Education. Mind, Brain, and Education (https://doi.org/10.1111/mbe.12407).

Anderson, J. A. E., Yurtsever, A.*, Fisher-Skau, O.*, Cherep, L. A.*, MacPhee, I.*, Luk, G., & Grundy, J. G. (2024). Examining the consistency in bilingualism and white matter research: A meta-analysis. Neuropsychologia (https://doi.org/10.1016/j.neuropsychologia.2024.108801), 108801.

Dass, R.*, Smirnova-Godoy, I.*, McColl, O.*, Grundy, J. G., Luk, G., & Anderson, J. A. E. (2024). A Content Overlap Analysis of bilingualism questionnaires: Considering diversity. Bilingualism: Language and Cognition (https://doi.org/10.1017/S1366728923000767), 1–7.

Feng, J.*, Cho, S.*, & Luk, G. (2023). Assessing Theory of Mind in bilinguals: A scoping review on tasks and study designs (http://https://doi.org/10.1017/S1366728923000585). Bilingualism: Language and Cognition, 1–15.

Oh, J. H. J.*, Bertone, A., & Luk, G. (2023). Reading comprehension and cognitive correlates in multilingual children and adolescents (http://https://doi.org/10.1037/tps0000375). Translational Issues in Psychological Science, 94, 397-408.

Oh, J. H. J.*, Basma, B.*, Bertone, A., & Luk, G. (2023). Assessments of English reading and language comprehension in bilingual children: A systematic review 2010-2021. Canadian Journal of School Psychology (https://doi.org/10.1177/08295735231183608), 38, 373-392.

Mancilla-Martinez, J., Oh, M. H.*, Luk, G., & Rollins, A. (2023). Special education representation trends vary by language status: Evidence of Underrepresentation in Tennessee (https://doi.org/10.1177/00222194231178285). Journal of Learning Disabilities, 57, 153-167.

Hantman, R. M.*, Choi, A.*, Hartwick, K.*, Nadler, Z.*, & Luk, G. (2023). A systematic review of bilingual experiences, labels, and descriptions in autism spectrum disorder research (https://doi.org/10.3389/fpsyg.2023.1095164). Frontiers in Psychology, 14.

Surrain, S.* & Luk, G. (2023) Perceived value of bilingualism among U.S. parents: The role of language experience and local multilingualism (https://doi.org/10.1037/tps0000352). Translational Issues in Psychological Science, 9, 460-471.

Luk, G. (2023). Justice and equity for whom? Reframing research on the “bilingual (dis)advantage (https://doi.org/10.1017/S0142716422000339).” Applied Psycholinguistics, 44, 301-315.

Rowe, M. L., Kirby, A. L.*, Dahbi, M.*, & Luk, G. (2023). Promoting language and literacy skills through music in early childhood classrooms (https://doi.org/10.1002/trtr.2155). The Reading Teacher, 76, 487-496.

Oh, J. H. J.*, Bertone, A., & Luk, G. (2023). Multilingual experience and executive functions among children and adolescents in a multilingual city (https://doi.org/10.1080/13670050.2022.2093098). International Journal of Bilingual Education and Bilingualism, 26(2), 158–172.

Kirby, A. L*., Dahbi, M.*, Surrain, S.*, Rowe, M. L., & Luk, G. (2023). Music uses in preschool classrooms in the U.S.: A multiple-methods study (https://doi.org/10.1007/s10643-022-01309-2). Early Childhood Education Journal, 51, 515-529.

Mancilla-Martinez, J., Oh, M. H.*, Luk, G., & Rollins, A. (2022). Language and special education status: 2009–2019 Tennessee trend (https://doi.org/10.3102/0013189X221077208)s. Educational Researcher, 51, 419-422.

Graduate supervision:

Not accepting students (supervisees) for the 2027-28 academic year.

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